

- Recommendations for reducing segregation at both neighborhood schools and schools or programs of choice, including target goals, measures to track progress, and timelines; and, be it finally

Resolved, That the Superintendent and Board will review and discuss data and steps being taken to improve equitable enrollment at least annually at a public Board or Board committee meeting.

25. [Ms. Goldberg – Ensuring Support for Students at All Los Angeles Unified School District Schools \(Res-011-19/20\)](#) (Noticed September 3, 2019 and Discussed at October 8, 2019 Curriculum and Instruction Committee)

Whereas, The value of a public school cannot be quantified in a single, summative rating, which can shame, penalize, or stigmatize schools, education professionals, students, and entire communities;

Whereas, School ratings promote unhealthy competition between schools, exacerbate community antagonisms by producing artificial “winners” and “losers”, and penalize schools that serve socio-economically disadvantaged student populations;

Whereas, It is well-understood that the academic achievement gap continues to be perpetuated by socio-economic and socio-emotional factors;

Whereas, School ranking systems that prioritize student performance on standardized tests fail to adequately take into account socio-economic and socio-emotional factors that influence school needs and are reflected in the academic achievement levels of students;

Whereas, Research indicates that online school ~~achievement~~ performance ratings exacerbate economic and social segregation in the United States, accelerating divergences in housing values, income distributions, education levels, and the racial and ethnic composition of communities;

Whereas, On April 3, 2018, the Governing Board of the Los Angeles Unified School District adopted Achieving Excellence for All: Establishing a Framework for Continuous Improvement (Res-036-17/18), which called for the development of a School Performance Framework (SPF) that would enable the District “to identify and track the overall performance of each school annually” and “evaluate all schools with a uniform set of measures”;

Whereas, The proposed SPF included the requirement to distill the natural and inherent - complexity of a school community into a single, summative rating;

Whereas, Identifying schools and students meeting or not meeting proficiency level benchmarks to inform the provision of support and resources is a task already conducted by District administrators, principals, and teachers on an almost daily basis; and

Whereas, Rather than having to implement a summative school ranking system, the Superintendent and Local District Superintendents should be permitted to focus on ~~continuous improvement~~ achievement using multiple measures such as student growth, relevant and required test scores, responsible reclassification and school ~~climate~~ environment sent to each site to address the academic achievement gap experienced by students from socioeconomically disadvantaged communities lacking financial, political, and social capital; now, therefore, be it

Resolved, That the Los Angeles Unified School District suspend implementation of the SPF and any launching or utilization of the SPF—including any use of stars, scores, or any other rating system—in or on any District platforms;

Resolved further, That the District further the goal of giving students, parents, school employees, and the general public more information about District their own schools by including important and wide-ranging types of data from the California Department of Education’s California School Dashboard on its website in an accessible fashion;

Resolved further, That the District will provide parents with a guide and workshops on how to utilize the California School Dashboard;

Resolved further, That the “Data Summary Sheet”, last used in 2013-14, be updated to reflect current data from the California Department of Education’s California School Dashboard and existing data sources that the District currently collects and utilizes for accountability and decision making;

Resolved further, That Local District personnel work closely with the administrators and teachers of schools with large numbers of students experiencing difficulties meeting or exceeding state standards to help increase the number of students meeting and exceeding state standards at these schools; and, be it finally

Resolved, That the schools, both District and charter, that have similar locations, grade-level spans and socioeconomic status, convene each spring to reciprocally share “best practices,” in a collaborative all-schools meeting facilitated by Local Area Districts dedicated to encouraging cross-school communication that stimulates successful innovation and learning for all our students.

Board Member Resolutions Referred for Discussion

26. [Mr. Melvoin - Ensuring Modern, High Quality School Facilities for All Students \(Res-014-19/20\)](#) (Noticed October 1, 2019 and Referred to Committee of the Whole)

Whereas, We exist to provide every child in the Los Angeles Unified School District with a high-quality education to prepare them for success in college, career, and life;

Whereas, Students, teachers, and school staff should all have access to learning environments conducive to gaining the skills and knowledge necessary to graduate college- and career-ready, including but not limited to:

- Innovative learning spaces, including state-of-the-art science laboratories to foster discovery and classroom technology to promote project-based learning and digital literacy
- Campus security that keeps our students and school staff safe while preserving the welcoming spirit of our schools
- Environmentally-friendly buildings that emphasize sustainability, reduce the District’s carbon footprint, and include more green space for our communities
- Affordable workforce housing for teachers and school staff on existing district properties;